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ABSTRACT

The authors provide information to help parents of handicapped children plan, organize, and manage advisory councils for special education programs. Section I summarizes the roles and responsibilities of various advisory councils for special education, including local, regional, and state councils. Section II suggests some ways to organize a council with sections covering recruitment and leadership and bylaws. Section III discusses a variety of council activities and functions: assessing special education needs; determining goals, objectives, and priorities; planning; communicating; collaborating with other groups; monitoring special education programs; and evaluating advisory council effectiveness. Ways to plan and manage council activities and strengthen leadership are addressed in Section IV. A final section briefly describes general and legal printed materials, and contains a resource listing of related organizations and state agencies. (Author/SB)

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RESOURCES FOR SCHOOLS

MASSACHUSETTS DEPARTMENT OF EDUCATION

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17. A HANDBOOK FOR PLANNING AND ORGANIZING ADVISORY COUNCILS FOR SPECIAL EDUCATION

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A HANDBOOK FOR PLANNING AND ORGANIZING ADVISORY COUNCILS FOR SPECIAL EDUCATION

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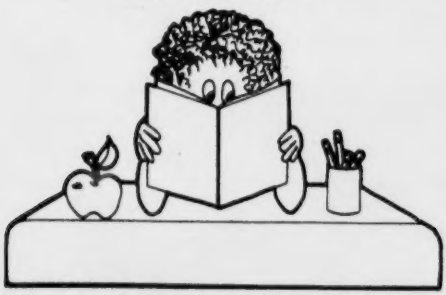

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- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist the Department of Education and its six regional education centers in increasing and improving information services; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. The development of this series, as its name suggests, is one way the project is helping make these connections.

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*7. *COMPETENCY PROGRAMS FOR BASIC SKILLS IMPROVEMENT: A RESOURCE GUIDE* ERIC #ED182342
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INTRODUCTION

Today, parents can affect educational decision making and programming on many levels. Both state and federal special education laws require parent participation, not only in the development of the Individualized Education Plan (IEP), but also at regional and state levels through membership on regional advisory councils and the State Advisory Commission. In addition, the state Department of Education strongly encourages the development of local advisory councils for special education to insure parent participation at the local level.

Parent involvement in special education has many forms. Recent local advisory council activities include:

- Somerville sponsored a series of films and group discussions for parents.
- Westfield instituted a community living skills course for mildly retarded high school students and prepared a 766 manual for parents which was published by the school department.
- Brookline organized a literature exhibit, films, speakers, and activities for and about children with special needs as part of the town's celebration of National Library Week.
- Medford prepared a parent resource booklet and established a "parent support line" that includes a tape-recorded message about the 766 evaluation process.
- Newton organized a network of 766 "resource parents" in the schools and assisted in the development of a handbook about local special education services and procedures for parents.

These are but a few of the activities in which advisory councils for special education, Title I, and other education programs are now engaged.

This booklet is designed to help parents plan, organize, and manage advisory councils for these programs. SECTION I summarizes the roles and responsibilities of various advisory councils for special education. SECTION II suggests some ways to organize a council. SECTION III discusses a variety of council activities and functions. SECTION IV discusses ways to plan and manage council activities and strengthen leadership. SECTION V offers a variety of resources and information for organizing or enriching an existing council. Although this booklet was

compiled by and for special education parents and practitioners, the information and materials are appropriate for all parent advisory groups.

This handbook was developed by members of the Special Education Manpower Project's Parent Training Group to assist parents and professionals in developing and maintaining local advisory councils for special education. The Division of Special Education seeks to encourage development of local councils as part of its public outreach efforts.

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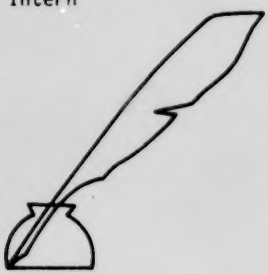


SECTION I
ADVISORY COUNCILS IN EDUCATION

Advisory councils provide an excellent opportunity for parents to participate in planning, implementing, and assessing education programs on the local, regional, and state levels. Local Title I councils and state and regional special education councils are all mandated by current education laws. Local community-based special education advisory groups are not specifically mandated by state or federal laws but the growing number of these groups is a testament to increased parent involvement in these programs. The following pages present capsulized descriptions of the various types of advisory groups for special education.

TYPES

Local Advisory Councils

Special education advisory councils are an ideal way of meeting the parental involvement requirement in the development of each school district's annual special education plan (P.L. 94-142, Reg. 121 a. 226). By discouraging the labeling of children according to particular disabilities, Chapter 766 encourages the formation of groups that cross all special education areas. There is still a great need for larger, statewide groups to address issues related to a particular disability. However, local advisory councils for special education provide an important service by developing community support for families of disabled children.

Because there is no specific mandate for local advisory councils and because each group reflects the needs of a particular community, the structure and rules of existing councils vary considerably. Some councils are composed exclusively of parents of children with special needs (usually referred to as parent advisory councils or PACs), while others include interested community members and school personnel (often referred to as community advisory councils or CACs). Council roles include offering information, support, and training to parents on the content and direction of special education in the community.

Regional Advisory Councils

There is a regional advisory council (RAC) for each of the six education regions in Massachusetts, mandated by Chapter 15, section 1P, of Chapter 766. Each RAC has at least sixteen members of which at least half must be parents of children enrolled in special education programs.

A RAC advises one of the Department of Education's regional education centers about all aspects of special education programs within the region. Responsibilities include the development and submission of an annual report to the State Advisory Commission on the quality and adequacy of all special education programs within the region and hearing complaints and suggestions of persons interested in special education in the region. RAC members are appointed for a three-year term by the state Board of Education. Nominees for RAC membership are recommended to the board by the regional education center in consultation with the RAC.

State Advisory Commission

Each RAC elects two members, at least one of whom must be a parent of a child receiving special education, for membership on the State Advisory Commission (SAC). The duties of the SAC include, but are not limited to, advising the Department of Education on special education needs in Massachusetts and hearing parent appeals and decisions rendered by the Bureau of Special Education Appeals hearing officers. The SAC also submits an annual report to the Department of Education which includes a summary of the information submitted by the RACs and a statement of recommended changes in special education in the state.

ROLES

A clear understanding of the roles, responsibilities, and functions of group members and the group itself contributes to the success of any small group or advisory council. What follows are some suggestions about these important issues which are applicable to all advisory groups.

An advisory council for special education, be it local, regional, or state level, is a formally organized group of parents and professionals committed to the best possible services for children with special needs. Their emphasis is improving cooperation and communication between parents and professionals for the benefit of children in special education programs. Specifically, the council must actively advocate for children with special needs; advise the special education administrator, school department, school committee, parents of children with special needs, and the community-at-large about issues affecting special education programs; and support school staff in their efforts to improve special education services.

Advisory groups of any type sometimes deteriorate and become "advisory" in name only. By recognizing their authority and potential for influencing program development and operations, advisory groups can be engaged in a variety of significant school activities that do make a difference.

AUTHORITY AND INFLUENCE

Although local advisory councils for special education do not possess formal authority to make decisions regarding local programs, they can exert a great deal of influence on many decisions. The council's amount of influence is often related to the degree to which the school committtee, superintendent, or special education administrator acknowledge the legitimate responsibilities and activities of the council. Although advisory councils do not have the powers of school boards or committees, they do have the authority over their own activities, and responsibility for advocating and advising around special education issues and concerns. Well-planned activities that address needs identified by the council are one way of gaining visibility and increasing the council's influence. Typical activities include:

- supporting school staff in developing or improving special education services;
- supporting the special education budget at school committee meetings;
- developing and distributing flyers, booklets, newsletters, and brochures (many low or no-cost publications are available from state or federal agencies);
- sponsoring an open house to promote information-sharing among parents, practitioners, and the community-at-large;
- addressing groups such as PTAs or civic associations to inform the community about special education concerns (be sure to talk about successes as well as problems);
- providing training and support for parents of children with special needs;
- surveying community needs and resources; and
- serving as a sounding board for parent and professional concerns related to special education.

These activities are not only useful of and by themselves but will increase the council's credibility and influence in the community. Publicizing these efforts through the local press will give them and the council added importance.

SECTION II
ORGANIZING AN ADVISORY COUNCIL

Being knowledgeable about the roles, responsibilities, and activities of a council is only one part of the formula for an effective advisory group. Knowing how to organize the group and keep it operating requires the skill and sustained effort of the chairperson. In spite of their strength and longevity, most councils periodically need assistance with organizational details such as recruiting members, establishing bylaws and operating procedures, setting goals and objectives, and collaborating with other groups. These fundamental activities are important whether a group has been in existence for many years or is just starting.

RECRUITMENT AND LEADERSHIP

The strength of any organization is its membership. Each person comes to a group with a unique set of ideas, skills, interests, and experiences. Each person also has different expectations about the personal, social, or professional benefits to be derived from the organization.

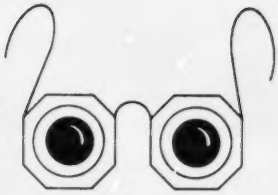
Recruiting members requires considerable thought and discussion about the composition of the council and its activities. Ideally, a group should include a variety of interests and people--parents, parents of children with special needs, regular and special education staff, community representatives, civic and professional organizations, and human services professionals. Limiting membership to parents may reduce the group's impact or effectiveness. It is important to maintain a balanced membership that represents a variety of perspectives.

There are several types of advisory councils currently in operation. Each council reflects its relationship to the community. For example, the council may be:

- an ad hoc committee of the PTA,
- one or more sub-committees formed around specific issues, or
- appointed by the school committee or superintendent with the SPED director as chairperson.

The composition of its membership is another distinguishing characteristic of advisory councils. Examples include:

Model I



Parents
Educators
Human service agency representatives
Elderly
School committee persons
Merchants-businessmen

Model II

Parents of children with special needs only

Model III

50% Special education personnel
(1 each prototype)
25% Non-special education personnel
1 School committee member
1 Vocational teacher
1 Representative of school system

Whatever model is selected, the council should work with the school administration from the earliest stages of development to receive their endorsement and cooperation for the group's activities.

There are a number of ways to recruit members. With the administration's assistance, flyers can be sent home with each school-age child. The local newspaper, radio, or TV station might include a short announcement. (The Federal Communications Commission requires radio and television stations to contribute public service announcements, so this is a good way for stations to comply with this regulation.)

An orientation and training session for new members will accomplish several purposes such as acquainting new members with the goals and objectives of the organization and the school's special education programs; and sharing information about the talents, experiences, and interests of new and old members. Such an event is also a good opportunity to involve school personnel. Providing print information in a looseleaf notebook is a good way to begin a handy resource book for future reference.

BYLAWS

Every council or advisory group should have some basic bylaws. These are simply a set of rules, agreed upon by a majority, that specify how the organization will be run. Bylaws generally include the accepted rules about the purpose, structure, and operation of the organization, such as:

Article I - Name

Article II - Purpose or Objectives

Article III - Membership (terms and conditions of membership)

Article IV - Officers (titles, duties, terms of office)

Article V - Election Procedures

Article VI - Committees

Article VII - Meetings

Article VIII- Amendments to Bylaws

Article IX - Parliamentary Authority

Sections may be added or amended as the need arises. Many organizations find it useful to develop detailed guidelines on various aspects of the group's operations. Other groups prefer to keep bylaws brief and simple.

SECTION III
COUNCIL ACTIVITIES AND FUNCTIONS

Every group must plan and provide relevant, useful, and timely services and activities in order to sustain itself. Planning and program development activities must be constant although they are often hidden from public view. In order to plan activities and services, advisory groups need information about program and service needs, in addition to information about available financial, material, and human resources. Surveying parents and special educators is an excellent way to obtain this information. This section presents a variety of activities and functions advisory groups for special education should consider.

ASSESSING SPECIAL EDUCATION NEEDS

Special education needs may be defined as discrepancies between the current and desired status of programs affecting children, parents, and school staff. In general, a needs assessment is a process for:

(1) obtaining facts and opinions which help to describe the problem,

(2) finding out how the problem developed,

(3) learning who is affected by the problem, and

(4) locating the main source(s) of the problem which must be addressed by any plan to change the situation.

Needs assessments provide information essential for planning. Goals, objectives, and priorities must be developed on the basis of facts, not intuition. Action plans are effective or meaningful only to the extent that they incorporate accurate information about the community's goals, resources, and constraints. Needs assessment data should provide the community with a comprehensive view of the status of special education programs and concerns that will help parents and professionals improve programs for children with special needs.

A needs assessment may be formal or informal, and may be conducted annually or periodically. Formal assessments include written surveys, structured telephone or personal interviews, or structured meetings. Informal strategies include brainstorming sessions or discussions.

Selecting the appropriate needs assessment depends on:

- the type of information to be collected (or problem to be defined);
- the range of the groups to be involved in the needs assessment (entire community, community service agencies, school committee, parents, special education personnel, regular education personnel or others); and
- resources (time or manpower).

For example, it might be comparatively easy to survey all school committee members, but difficult to survey a large group. In any case, every council should develop an ongoing, informal method of identifying emerging concerns so they can be addressed before they escalate into major problems.

GOALS, OBJECTIVES, AND PRIORITIES

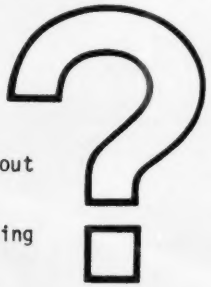
Often, an issue of immediate importance is the impetus for the formation of a group. However, both long and short-term goals should be included in the group's mission and purpose. A needs assessment, described in an earlier section, will provide data for formulating goal statements that describe the group's aims and intentions. Goals can be long or short-range, or continuing. Goals should not be so broad that they are unrealistic, or so idealistic that success is almost always out of reach. Goals must be attainable either in the long or short-term. Typical examples of long-term, continuing goals are:

- to provide information about the availability of special education programs to the community;
- to present parents' concerns about special education programs to the school department;
- to advise the director of special education about the planning, implementation, and evaluation of programs on a monthly basis;
- to review and discuss the annual special education budget prior to school committee approval;
- to improve cooperation and communication between the special education community and the school department.

Short-term goals and activities are important because their attainment gives members the incentive to continue working on the longer-term issues. Needs assessment data provides the group with areas for short-term activities.

Once goals are formulated, they should be prioritized. It is important to consider the resources, human or otherwise, needed to work on the issue. The group should establish criteria to determine the importance or priority order for action. Useful questions to consider are:

- How urgent is this issue?
- Will working on this issue strengthen or unite the group?
- Can the council really do something about the problem?
- Are council members interested in working on this issue?



Once these questions have been answered for all proposed goals and objectives, the council can develop action plans for each issue.

PLANNING

Systematic planning helps an advisory group or council effectively define and achieve its goals. In general, plans serve a variety of purposes including:

- Communication - to inform persons who are involved in or affected by a program or activity
- Coordination - to ensure that a program or activity proceeds from its initial steps to completion
- Support - to make sure that resources are available when needed
- Consensus-building - to guarantee that all persons involved in an activity understand and are aware of its objectives and goals, and are committed to its successful completion.

A planning process includes several basic steps that are applicable to both a comprehensive annual plan or any specific activity. A summary of this seven-step process follows.

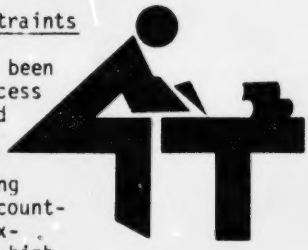
1. Determine Goals and Priorities

Goals are statements of intent which proclaim the direction or expectations for a program or activity. Needs assessment data and subsequent problem definitions provide the basis for establishing goals. Needs assessments furnish information for establishing group goals and priorities. Other factors, such as problems or needs arising during the year, may also influence goal setting for a group.

It is a good idea to have a mix of short and long-range, and easy and difficult goals. Achieving a simple goal often motivates a group to tackle a more difficult one and can arouse interest and commitment. Members may have particular interests and strengths and some goals may be chosen to take advantage of these talents and enthusiasms. Every member should be actively involved in achieving at least one priority. Overall, goals should address a variety of special education interests such as elementary or secondary level students; or children with a variety of special needs and their parents, teachers, peers, or administrators.

The first step in determining goals and priorities is to compile a list of major concerns. Next, the concerns are translated into goal statements. Finally, the group prioritizes them according to group consensus. Generally, a group can generate a wide variety of possible activities but must be careful to select a limited number for immediate action in order to maximize the time and energy of its members. Developing a consensus on the priorities to be addressed by the group is essential to maintaining the commitment of group members. The planning process provides an excellent opportunity to satisfy individual and group interests.

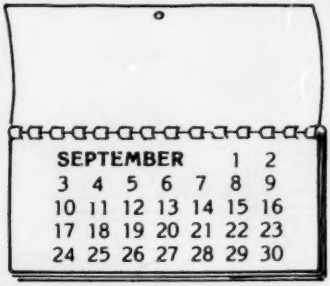
2. Identify Resources and Constraints



After goals and priorities have been determined, the next step in the process is to analyze the major resources and constraints related to each goal. A plan to achieve a particular goal should include strategies for building on or using available resources and counteracting negative constraints. An example of a positive force would be a highly supportive principal or teachers' group in a school. A negative force might be an attitude that regular education teachers spend a disproportionate amount of time with children with special needs.

The remaining steps in the planning process may be completed by a subcommittee or individual group members. In any case, responsibility for each goal should be clearly assigned to a subcommittee or an individual who can then complete the remaining steps in the planning process and report back to the entire group for approval of the final plan.

3. Specify Objectives



An objective is a statement of an intended result to be achieved within a certain time period. Objectives stem from goal statements and are developed by breaking them into workable segments. Each objective should be stated clearly and be written in simple, jargon-free English. In effect, objectives provide the framework for developing specific action plans. The following sample is not a complete action plan but provides some initial steps in the process.

Goal: to increase acceptance of children with special needs by nonexceptional peers

Objectives:

a. Investigate alternative materials and programs for peer and teacher training by October 15th and present to the council.

b. Obtain support from special education administrator, school committee and principals by November 7th.

c. Arrange for training of peer and teacher trainers by November 30th.

d. Meet with representative group of teachers from participating schools to review materials and programs by December 15th.

4. Generate Alternative Strategies

An objective may be accomplished in a number of different ways. Often people fall back on familiar ways of doing things rather than exploring new approaches. During this step in the process, creativity should be fostered in generating new strategies. Members should be encouraged to express their ideas through a positive and constructive atmosphere.

5. Select Preferred Strategy

Selection of the best method(s) should be based on a careful analysis of each alternative strategy. The group develops criteria for assessing each alternative such as the cost for implementation, time, resources, convenience, anticipated effectiveness, constraints, and feasibility.

6. Develop an Action Plan

The next step in the process is the development of an action plan for implementing selected strategies. The plan should be simple in format and content but must provide information about:

a. the sequence of major activities necessary to implement the strategy;

b. the specific persons responsible for completing each activity;

c. the starting and completion date for each activity; and

d. resources such as materials, facilities, funds, or people needed.

7. Evaluate Progress

An evaluation plan can insure that activities are on schedule. The type of evaluation used will depend on the simplicity or complexity of the action plan. A formative evaluation is a systematic but simple way to monitor ongoing activities so that weaknesses or problems can be spotted and corrected as they occur. A summative evaluation examines the completed activity to determine how successfully goals were achieved. Evaluation should be viewed as a way to generate useful information to refine or change plans, and as a way to gauge performance.

Overall, planning is an ongoing process. However, councils are advised to set aside a specific time each year to review and update goals and priorities.

COMMUNICATION

Advisory groups are a major communication link among all persons concerned with special education. However, without a systematic way of communicating with its membership, a group will become stagnant and inactive. There are many ways to keep ideas, information, and experiences flowing.

Internal communication policies are necessary to keep the group operating effectively. These include:

- Creating an open and supportive climate for generating creative ideas, constructive criticism, or problem solving. Individual members must feel that their ideas are welcome in order to maintain their commitment to a task. Structuring ways for people to interact on an informal basis will help members become better acquainted and feel comfortable with each other.

- Keeping minutes of all meetings, and maintaining a simple correspondence file. All members must have access to documents, reports, and meeting notes. Minutes of all advisory group meetings should be sent to all members and be available for the community-at-large. Minutes may also be shared with school staff and school committee members to maintain good communication and credibility.

- Emphasizing good group interaction. Encourage everyone to participate in discussions. This will also lead to effective decision making. Help members feel comfortable in expressing whatever they have to contribute, but keep to the topic. Remember that decision making is enhanced by a broad spectrum of ideas and solutions.

External communication strategies present your message to the outside world. Publications, media presentations, and training programs are only a few ways of communicating with the general public. In most communities there are several individuals or groups who are highly respected and capable of exerting considerable influence on educational, economic, or political issues. To be an effective community group a council should be tuned into this power and influence structure since the success of its activities and programs may be dependent on this support. Regular contact with these groups is a proven way to build support and avoid conflict.

Target audiences such as community leaders, newspaper editors, the public relations officer for the school, or talk show hosts are important people to consider before launching an information campaign. Specific approaches might include:

- Publishing a brochure, booklet, or flyer about your group and its goals and activities

- Making presentations to community groups, PTAs, or the local teachers association

- Encouraging parents to call for information and resources (assuming you have the resources to provide information and referrals)
- Offering workshops to parents on the 766 evaluation process, parent rights and responsibilities, or special education programs
- Using the media to publicize meetings or activities and expressing your opinions in articles or letters to the editor
- Placing posters or bulletins in public buildings
- Collaborating with community groups on common problems and goals

Many people in the community associate special education with spiraling costs, without understanding the human side of the story. Advisory councils can choose a variety of communication strategies to dispel incorrect or unbalanced information about special education issues.

COLLABORATION WITH OTHER GROUPS

Many communities have special interest groups that can assist an advisory council with its work. Inter-group cooperation will not only avoid duplication of effort but also increases support. PTAs, Title I, bilingual, and occupational education groups are also interested in education matters. Collaboration with these and other established groups enables the council to obtain advice and assistance, and to contribute its expertise regarding special education concerns.

MONITORING SPECIAL EDUCATION PROGRAMS

Formal monitoring is the systematic review of a program to assure that activities correspond with pertinent laws, regulations, or mandates. Formal monitoring of Chapter 766 and P.L. 94-142 is a function of the state Department of Education.

Monitoring reports, program audits, or compliance reviews by the Department of Education are available for public review in the local school district. The local special education plan should also be available in the school department or in the local library. The plan includes descriptions of local programs and personnel and assurances that state and local requirements are being met.

The advisory council serves as a network to identify existing or developing problem areas and performs an informal monitoring function. Activities may include:

- Providing training to inform council members about formal monitoring procedures;
- Reviewing the local education agency (LEA) annual program plan;
- Reviewing proposals for federal funding to become familiar with activities to monitor;
- Developing sub-committees to look at specific areas (unmet needs, related services, facilities, etc.);
- Discussing monitoring reports at council meetings, and with the school committee; and
- Identifying concerns on a continuing basis through information sharing at meetings.

EVALUATING ADVISORY COUNCIL EFFECTIVENESS

Evaluation promotes growth and development in any organization or advisory group. There are several reasons for evaluating council activities:

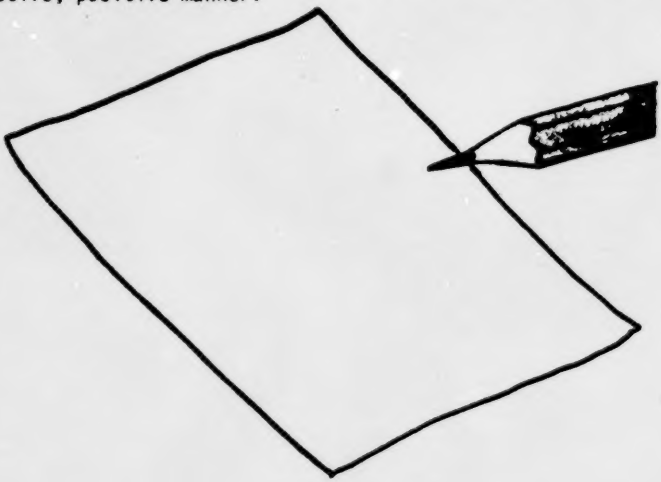
- to determine if goals and activities were achieved,
- to determine if strategies were effective,
- to reassess needs,
- to determine if expectations were realistic,
- to improve council effectiveness.

The advisory council chairperson plays a major role in a self-evaluation. He/she discusses various self-evaluation methods with the group and then decides on the most appropriate ways to gather the necessary information. A general framework for your inquiry could include these questions:

- Did the council accomplish what it set out to do?
- Were specific activities realistic and appropriate?

Some groups set aside time after each meeting for oral comments or for completing a simple feedback form. Other groups prefer a written questionnaire for members or other community

representatives or school practitioners, at the beginning, end, or middle of the school year. Whatever method is selected, information should be shared and discussed with all members in a constructive, positive manner.



SECTION IV
MANAGING AN ADVISORY COUNCIL

Managing an advisory council or a large organization requires many of the same kinds of skills. Operating procedures, meeting management, leadership, and training are but a few of the components of a functioning group. This section presents a brief summary of these important managerial concerns.

LEADERSHIP

The elected officers of a council are the cornerstone of the organization. No one person possesses all the necessary skills and sensitivities but the following leadership qualities are important for the survival and growth of the council.

1. Ability to motivate and inspire members to accomplish the group's objectives.
2. Flexibility and openness to new ideas and suggestions.
3. Perseverance, courage, and determination.
4. Ability to delegate responsibility.
5. Personal and interpersonal communication skills, both oral and written.
6. Ability to remain objective.
7. Sensitivity to the needs of individuals and the group as a whole.
8. Ability to build on past experience.
9. Ability to accept responsibility for errors or to seek help when needed.
10. Negotiation skills.
11. Ability to recognize and reward talent and foster new leadership.

Fostering new leadership is an ongoing responsibility of the group's officers. Natural leaders will emerge at the first meeting but a low-key individual with leadership potential should not be overlooked. Whenever forming a slate of officers for election, select people whose skills and interests complement each other.

SCHEDULING MEETINGS

Meetings should be scheduled on a regular basis as agreed upon by the majority of the group members. In the beginning it is useful to alternate meeting days and times until the group decides which is best for the majority of people. Meetings can be weekly, twice a month, or monthly, depending on the tasks at hand. Scheduling two sub-committee meetings for the same day will encourage members to attend both sessions. Make provisions for alternate dates when poor weather or holidays interfere with the regular meetings. Scheduling meetings at the school department will generally assure that staff will be available for consultation if necessary.

SETTING AN AGENDA

Planning the agenda is the secret to conducting meetings that keep members interested. Agendas might be posted in the school, printed in the newspaper or announced on the radio. The agenda should be sent to advisory council members well in advance of the meeting. Publicity about the meeting keeps the school and community informed of the group's activities. Ordinarily, the chairperson should prepare the agenda in consultation with the special education administrator. Council members and school personnel should be asked if they have any items to include. Good agendas include:

- the specific topics to be discussed at the meeting
- sub-committee reports
- old business carried over from the last meeting
- any new business

MEETING MANAGEMENT

The agenda is the backbone of the council meeting. However, time should be set aside for urgent issues and for public participation. Some groups find it helpful to set timelines for each item so that business flows smoothly. It is the chairperson's responsibility to direct the meeting and to see that all who wish to speak on a particular subject are given an equal opportunity to participate.

MEETING MINUTES

Minutes of meetings are very useful. Distributing minutes to key school personnel is an effective way to publicize the group's work. Moreover, a file of minutes forms a complete history of the group. Minutes that reflect concern for constructive action, rather than negativism, increase the organization's credibility. Accurate, complete minutes should be available to new members or members who are absent.

SUBCOMMITTEES

The need for subcommittees will evolve naturally. Complex issues that require detailed study or attention may best be handled by a subcommittee. Examples of subcommittees include: transportation, program monitoring, budget, parent information, training, or facilities. The chairperson accepts volunteers or asks members to serve for a short-term appointment. Usually one person is asked to serve as chairperson of each subcommittee.

TRAINING FOR COUNCIL MEMBERS

Training needs should be assessed periodically and appropriate programs developed. Members of local councils should be informed about the activities of regional and state councils. Area meetings of local councils are an excellent way to share information and expertise.

CONCLUSION

The Division of Special Education hopes that the preceding sections will assist you in the development and progress of your local advisory council for special education.

We feel that public participation can enhance communications and understanding of special education not only in your community, but throughout the Commonwealth. Positive involvement at the local level will assist in maintaining the progress and successes in special education in the past six years.

We wish you success.

SECTION V
RESOURCES

The following section briefly describes general and legal printed materials available for your reference, and a resource listing of related organizations and state agencies.

ANNOTATED BIBLIOGRAPHY

General

A Guide To Chapter 766: Special Education Services for Children and Youth. Massachusetts Department of Education. 1979.

A handbook of information for parents who have children with special needs. The information explains how parents can (1) help to identify their child's needs, (2) help to plan his or her education, and (3) help carry out the educational plan, along with members of their local school system and the evaluation team.

Available from: Massachusetts Child Search
Division of Special Education
31 St. James Avenue
Boston, MA 02116

Chapter 766: Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning. Massachusetts Department of Education. 1979.

This booklet provides a brief history of the legal mandates for equal educational opportunity specifically as they relate to the provision of special education to linguistic and cultural minorities.

Available from: Massachusetts Department of Education
Division of Special Education
31 St. James Avenue, Room 650
Boston, MA 02116

Connections. Boston Public Schools. 1979.

A directory of services for children with special needs in the Boston Public Schools containing detailed information on special education laws and processes. It also contains sections on parent involvement, liabilities, and community resources. Pages of this book may be xeroxed and distributed.

Available from: Boston Public Schools
Department of Special Services
26 Court Street, 7th floor
Boston, MA 02108

Exceptional Parent Magazine

A magazine with articles of interest and concern to families raising children with disabilities. Many articles are written by parents and disabled adults. Also has a mail order "bookstore" with savings on some material.

Write to: Exceptional Parent Magazine
20 Providence Street
Boston, MA 02116

How To Get Services by Being Assertive. Chicago, Illinois: Coordinating Council for Handicapped Children, 1980.

This handbook is written for parents and professionals of children with special needs. The handbook is a response to professional's and parent's complaints regarding: lack of service, intimidation tactics by bureaucrats, lack of response to legitimate demands, and red tape and other bureaucratic obstacles to service.

Available from: Coordinating Council for
Handicapped Children
407 S. Dearborn Street, Room 680
Chicago, IL 60605

How To Organize An Effective Parent Group And Move Bureaucracies. Chicago, Illinois: Coordinating Council for Handicapped Children, 1971.

This handbook is written specifically for parents of handicapped children and their helpers. The booklet describes useful techniques to move bureaucracies and obtain improved services for handicapped children.

Information Sheets From Closer Look

A project of the Parent's Campaign for Handicapped Children and Youth, Information Sheets From Closer Look provide a list of state agencies who are responsible under law for providing services that handicapped children "may need now or in the future."

Write to: Closer Look
Box 1492
Washington, DC 20013

94-142 and 504: Numbers that Add Up to Educational Rights for Handicapped Children: A Guide for Parents and Advocates. Children's Defense Fund, 1979.

A handbook designed to inform parents of their child's educational rights under P.L. 94-142 and Section 504. It also serves as a general guide to educational services and the processes for obtaining services under P.L. 94-142 and Section 504. It is divided into the following sections: What the Laws Cover, The School District's Responsibilities, How the Evaluation Process Works, Your Rights When You Disagree With the School, Resources, and an Appendix.

Available from: Children's Defense Fund
1520 New Hampshire Avenue, NW
Washington, DC 20036

Parents on the TEAM. Ann Arbor: University of Michigan, 1978. (Sara Brown and Martha Moersch, Editors.)

Some of these well-written chapters are by professionals; some by parents of children with special needs. They cover areas such as parent advocacy, and families as resources. The book suggests a variety of models for meaningful partnerships between parents and professionals.

Parents Speak Out: Views from the Other Side of the Two-Way Mirror. Columbus, Ohio: Charles Merrill Publishing Company, 1978. (Ann Turnball and H. Rutherford Turnball)

A series of well-articulated chapters by professionals who are also parents of children with special needs. The range of experiences and opinions expressed encourages a welcome, non-stereotyped view of families.

The Student's Guide to Special Education. Massachusetts Department of Education, 1980.

A short pamphlet summarizing the special education process, published by the Bureau of Student Services for students and parents. Also published by the Massachusetts Dissemination Project as Resources for Schools #5 under the same title.

Available from: Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

Together: Schools and Communities. Institute for Responsive Education, 1975. (Miriam Clasby)

A report of the Massachusetts Advisory Council on Education, this handbook is written "for people, about people -- parents, administrators, community residents, teachers and students (PACTS)." It provides guidelines for improving tasks for any action cycle, and a resource directory of agencies and publications.

Available from: Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215

Two Way Talking. St. Louis, Missouri: C. B. Mosby Company, 1978. (Chinn, Winn and Walters)

This is more of a textbook which covers much of the theory of communication. It is based on the principle of transactional analysis. Contains principles of listening, giving and receiving feedback, and differences of perspective.

Legal

Education of the Handicapped Act, P.L. 93-380 as amended by the Education for All Handicapped Children Act of 1975 P.L. 94-142, 20 U.S.C. 1401 et seq. (Regulations promulgated August 23, 1977, P.L. 94-142 Regulations - 42 Federal Register 42474 et seq).

Available from: Health, Education, and Welfare
Regional Office
J. F. Kennedy Building
Boston, MA 02108

Massachusetts General Laws, Chapter 766 of the Acts of 1972 and Regulations. Department of Education, 1978.

Available from: Massachusetts State House Bookstore
State House, Room 102
Boston, MA 02133

Massachusetts General Laws, Chapter 622 of the Acts of 1971. Department of Education, 1978

Under Chapter 622, the Bureau of Equal Educational Opportunity works with every school district in the Commonwealth to assure that female students and under-represented racial and ethnic group students have equal access to all educational benefits, and that curriculum and program offerings do not reflect or encourage stereotypes.

Massachusetts Chapter 636, Department of Education, 1974.

An Act amending the Racial Imbalance Law, the Bureau of Equal Educational Opportunity administers approximately $23.9 million in grants and reimbursements for programs which reduce racial imbalance and racial isolation. Chapter 636 funds such programs as Metco, magnet schools, and the Equal Education Improvement Fund.

Massachusetts Student Record Regulations. Department of Education, 1979.

A handbook which describes regulations governing retention, inspection, and destruction of students' records.

Available from: Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

Rehabilitation Act of 1973, Public Law 93-112

As amended by the Rehabilitation Acts of 1974, Public Law 93-516, 29 U.S.C. 794. Section 504 is a section of the Act which prohibits recipients of federal funds from discriminating on the basis of handicap. (Section 504 Regulations promulgated May 4, 1977; 42 Federal Regulations 22676, et seq.)

Available from: Office of Civil Rights
140 Federal Street
Boston, MA 02108

Your Right to Medical Records in Massachusetts

A new regulation, recently approved by the Massachusetts Board of Registration and Discipline in Medicine, allows Massachusetts patients the right to examine their medical records or a summary of them. (Regulations Governing the Practice of Medicine, Part VI, Section 12)

For further information: The Federation for
Children with Special Needs
120 Boylston Street
Boston, MA 02116

ASSOCIATION FOR MENTALLY ILL CHILDREN (AMIC)
120 Boylston Street, #338
Boston, MA 02116
(617) 482-7362
People concerned with autistic and severely disturbed children. Spanish may be available.

BOSTON SELF-HELP CENTER
18 Williston Road
Brookline, MA 02146

CHILDREN IN HOSPITALS
31 Wilshire Park
Needham, MA 02192
(617) 482-2915
Parents and health care professionals concerned with the needs and rights of hospitalized children and adults.

NEW ENGLAND REGIONAL CENTER FOR SERVICES TO DEAF BLIND
175 North Beacon Street
Watertown, MA 02172
(617) 924-3434

RESPITE CARE/BOSTON DIRECTION SERVICE c/o FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street, Room 338
Boston, MA 02116
(617) 482-2947

EASTER SEAL SOCIETY
Statler Office Building, #934
20 Providence Street
Boston, MA 02116
(617) 482-3370

EPILEPSY SOCIETY OF MASSACHUSETTS
3 Arlington Street
Boston, MA 02116
(617) 267-4341
Spanish Publications avaialble

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street, Suite 338
Boston, MA 02116
(617) 482-2915

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC)
1249 Boylston Street
Boston, MA 02215
(617) 266-4520
Interpreter available

MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS (MARC)
381 Elliot Street
Newton Upper Falls, MA 02164
(617) 965-5320

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (MACLD)
11 River Street
Wellesley, MA 02181
(617) 235-9370

MASSACHUSETTS ASSOCIATION OF PARAPLEGIA FOUNDATION
369 Elliot Street
Newton Upper Falls, MA 02164
(617) 964-0521

MASSACHUSETTS CEREBRAL PALSY OF GREATER BOSTON
30 Wesley Street
Newton, MA 02158
(617) 969-3214

MASSACHUSETTS PARENTS ASSOCIATION FOR THE DEAF AND HARD OF HEARING
14 Trout Farm Road
Duxbury, MA 02332
(617) 585-9722

MASSACHUSETTS SPINA BIFIDA ASSOCIATION
11 Davis Avenue
Brookline, MA 02146
(617) 566-5998
People concerned with spina bi ida, a birth defect involving incomplete spinal development.

MUSCULAR DYSTROPHY ASSOCIATION, INC.
391 Totten Pond Road
Waltham, MA 02154
(617) 890-0300
Spanish interpreter available

NATIONAL SOCIETY FOR AUTISTIC CHILDREN
Eastern Massachusetts Chapter
16 Bluebird Road
Wellesley Hills, MA 02181
(617) 235-7754

PARENTS AND CHILDREN TOGETHER (PACT)
623 Randolph Avenue
Milton, MA 02186
(617) 696-6685
People concerned with children who have cardiac problems.

PARENTS AND FRIENDS OF HANDICAPPED CHILDREN, INC.
120 Boylston Street #338
Boston, MA 02116
(617) 482-2915
Parents of Children with cerebral palsy and other handicaps.

LEGAL AID SERVICE AGENCIES

DEVELOPMENTAL DISABILITIES LAW CENTER
294 Washington Street
Boston, MA 02108
(617) 426-7020

JUVENILE COURT ADVOCACY PROGRAM
1486 Dorchester Avenue
Dorchester, MA 02122
(617) 436-6292
(Spanish spoken)

MASSACHUSETTS ADVOCACY CENTER
2 Park Square
Boston, MA 02116
(617) 357-8431
(Interpreters provided)

MENTAL DISABILITIES LAW REFORM PROJECT
1 Center Plaza
Boston, MA 02108
(617) 523-4529

MENTAL HEALTH LEGAL ADVISORS COMMITTEE
291 Washington Street
Boston, MA 02108
(617) 723-2876

VOLUNTEER LAWYERS PROJECT
73 Tremont Street, #401
Boston, MA 02108
(617) 742-5823
(Refers individuals to appropriate bilingual counsel)

STATE AGENCIES *

- MASSACHUSETTS DEPARTMENT OF EDUCATION
  Division of Special Education
  31 St. James Avenue, Room 650
  Boston, MA 02116

The Division of Special Education has primary responsibility for all special education programs in the state and therefore, can determine the quality of education which a student receives. It receives and investigates all complaints related to special education and holds hearings on behalf of any student or groups of students needing special education. The division can recommend to the Board of Education that state funds be withheld from any school district which is not in compliance with state and federal special education laws.

The division monitors special education programs through the use of two councils: a Regional Advisory Council (RAC), and a State Advisory Commission (SAC). Half of the members on each of these councils are parents of students who are enrolled in special education programs. Open meetings of the regional advisory council are scheduled monthly and parents are invited to attend.

Division staff are available in each of the department's six regional education centers.

GREATER BOSTON
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

NORTHEAST
219 North Street
North Reading, MA 01864
(617) 727-0600

CENTRAL MASSACHUSETTS
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6267

SPRINGFIELD
155 Maple Street
Springfield, MA 01104
(413) 739-7271

PITTSFIELD
188 South Street
Pittsfield, MA 01201
(413) 499-0745

SOUTHEAST
Post Office Box 29
Middleboro, MA 02346
(617) 947-3240

The Urban Information Project, located in the division's central office in Boston, is responsible for conducting workshops and disseminating information.

URBAN INFORMATION PROJECT
Division of Special Education
31 St. James Avenue
Boston, MA 02116 Tel. (617) 727-8534

* Note: Some functions of existing human services agencies will be changed when the new Department of Social Services becomes operational on July 1, 1980.

- TITLE I DISSEMINATION PROJECT
Statler Office Building, Room 613
Boston, MA 02116
(617) 426-6324

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 provides federal funds to assist educationally and economically disadvantaged students. Federal requirements governing the development and implementation of Title I programs mandate strong parent involvement through a arent dvisory ouncil (PAC). Title I PACs are very actively engaged in many of the same activities as local special education advisory councils. An annual Title I conference provides an excellent opportunity for PAC members to exchange program activities and become acquainted with new resources and programs. A resource kit to assist Title I councils with operational and programmatic issues is now available from the project.

- DEPARTMENT OF YOUTH SERVICES
(Central Office)
294 Washington Street
Boston, MA 02108
(617) 727-7940

The Massachusetts Department of Youth Services (DYS) is responsible for the supervision, care, and treatment of youthful offenders between the ages of 11 and 17. Seven regional offices located across the state are responsible for youth placement, liaison with juvenile courts, and the development of community-based preventative and rehabilitative programs. DYS provides a variety of services including: detention, group care, foster care, support services, and intensive care and supervision.

REGIONAL OFFICES

REGION I
WESTERN MASSACHUSETTS AREA
91 School Street, Suite 100
Springfield, MA 01103
(413) 736-0362

REGION II
75 B. Grove Street
Worcester, MA 01605
(617) 791-9228

REGION III
336 Baker Avenue
Concord, MA 01742
(617) 369-8711

REGION IV
33 Gregory Street
Middleton, MA 01949
(617) 774-5850

REGION V
725 Granite Street
Braintree, MA 02184
(617) 848-8770

REGION VI
150 Causeway Street
Boston, MA 02118
(617) 727-7952

REGION VII
Lakeville Hospital
Post Office Box 622
Lakeville, MA 02346
(617) 947-7650

- MASSACHUSETTS COMMISSION FOR THE BLIND
110 Tremont Street
Boston, MA 02108

The Massachusetts Commission for the Blind provides financial and medical assistance to persons who qualify under the aid to the blind category of Supplementary Security Income (S.S.I.). The commission also provides specialized social and rehabilitative services to blind persons including: home teaching to newly blinded adults, services to children, vocational rehabilitation, mobility training, talking books and other specialized equipment.

REGIONAL OFFICES

REGION I
Western Massachusetts
1200 Main Street
Springfield, MA 01103
(413) 781-1290

REGION II
Central Massachusetts
90 Madison Street
Worcester, MA 01608
(617) 727-0522

REGION III
North Shore
110 Tremont Street
Boston, MA 02108
(617) 727-5590

REGION IV
Greater Boston
110 Tremont Street
Boston, MA 02108
(617) 727-7520

REGION V
Southeastern
85 North Main Street
Fall River, MA 02720
(617) 676-1056

REGION VI
Boston Area
110 Tremont Street
Boston, MA 02108
(617) 727-5554

- MASSACHUSETTS OFFICE OF DEAFNESS
304 Boylston Street
Boston, MA 02116
(617) 727-5106 or 727-5236

The Massachusetts Office of Deafness is a state information, referral, and advocacy agency. They also coordinate interpreter services throughout the state.

- MASSACHUSETTS REHABILITATION COMMISSION
Statler Office Building
20 Providence Street
Boston, MA 02116
(617) 727-2183

The Massachusetts Rehabilitation Commission provides vocational rehabilitation services to persons with physical or mental disabilities who need these services to secure or retain employment. Direct services include short-term diagnosis, counseling and guidance, and arrangements for vocational training and medical services.

To be eligible to receive services from the commission, a person must be a resident of Massachusetts, be 15 years or older, and have a physical or mental disability that is stable for one year.

REGIONAL OFFICES

BOSTON
80 Boylston Street
Boston, MA 02116
(617) 426-5835

METROPOLITAN
230 Boylston Street
Chestnut Hill, MA 02167
(617) 527-2990

SOUTHEAST
Human Service Center
Lakeville, MA 02346
(617) 947-7646

WESTERN
235 Chestnut Street
Springfield, MA 01103
(413) 781-7420

NORTHEAST
33 Dartmouth
Malden, MA 02148
(617) 324-9187

CENTRAL
82-B Thomas Street
Worcester, MA 01608
(617) 791-3355

- MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH
Central Office
160 North Washington Street
Boston, MA 02114
(617) 727-5656

The Department of Mental Health (DMH) is responsible for the operation of schools for the mentally retarded and the state's

mental hospitals. The department provides mental health care through community mental health centers (in-patient and out-patient services), mental health clinics, and guidance clinics (generally out-patient services only). The department's Division of Drug Rehabilitation (DDR) provides services and programs for drug dependent persons.

Individuals may be eligible for treatment in a DMH facility through court or state agency referral or through voluntary application for admission. While being treated in a DMH facility, individuals may be eligible to receive instruction, education, and work experience.

REGIONAL OFFICES

REGION I
Northampton State Hospital
Box 389
Northampton, MA 01060
(413) 727-2516

REGION II
Glavin Regional Center
214 Lake Street
Shrewsbury, MA 01545
(617) 844-9111

REGION III
Danvers State Hospital
Post Office Box 100
Hathorne, MA 01937
(617) 774-5000

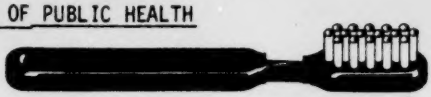
REGION IV-A
Metropolitan State Hospital
Waltham, MA 02154
(617) 894-4300

REGION IV-B
45 State Hospital Road
Medfield, MA 02402
(617) 727-1627

REGION V
Brockton Multi-Service Center
165 Quincy Street
Brockton, MA 02401
(617) 727-7905

REGION VI
Erich Lindemann Mental Health Center
Government Center Plaza
Boston, MA 02114
(617) 727-5795

- MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH
600 Washington Street
Boston, MA 02111
(617) 727-2698



The Department of Public Health (DPH) is responsible for providing a variety of services and programs related to children's health. The Department's Division of Family Health Services operates a number of facilities for handicapped youth ranging from intensive pediatric nursing homes to out-patient clinics for youth who require ongoing therapy. Other major services provided by the Department of Public Health include:

- physical examinations and immunization for school children
- care of premature infants
- testing, treatment, and preventive programs related to: hearing, sickle cell anemia, lead poisoning, genetic diseases, communicable diseases, venereal diseases and alcoholism
- regulation issuance

REGIONAL AND OTHER OFFICES

FAMILY HEALTH SERVICE
39 Boylston Street
Boston, MA 02116
(617) 727-6871

Birth Defects	(617) 727-8196
Epilepsy	727-5822
Family Planning	727-6941
Handicapped Children	727-6941
School Health	727-6941
Vison and Hearing	727-8510

CENTRAL REGIONAL OFFICE
FAMILY HEALTH SERVICES
Rutland Height Hospital
Maple Avenue
Rutland, MA 01543
(617) 727-1910

SOUTHEAST REGIONAL OFFICE
Lakeville Hospital
Main Street
Lakeville, MA 02346
(617) 727-1440

NORTHEAST REGIONAL OFFICE
Tewksbury Hospital
East Street
Tewksbury, MA 01876
(617) 727-7908

WESTERN REGIONAL OFFICE
University of Massachusetts
Amherst, MA 01003
(413) 727-5444

WESTERN REGIONAL OFFICE
246 North Street
Pittsfield, MA 01201
(413) 443-4475

- DEPARTMENT OF PUBLIC WELFARE
600 Washington Street
Boston, MA 02111

The Department of Public Welfare has a large number of programs which provide social services, medical coverage, financial assistance, and food stamps to people in need. People are considered to be in need when their salary, income, and other financial resources are limited. Eligibility standards are set by the Department of Public Welfare. To find out if you are eligible to apply for assistance, call your local welfare service office.

REGIONAL AND OTHER OFFICES

Telephone Information	(617) 727-6000
Referrals	727-7537
Complaints	727-7539
Family Planning	727-8083
Mental Health Services	727-8084
Portuguese and Spanish Program	727-8570
Child Support	727-9820
Food Stamps	727-6123
Dental Services and Providers	727-8014
Ambulatory Programs	727-8016

BOSTON
43 Hawkins Street
Boston, MA 02114
(617) 227-8320

GREATER BOSTON
39 Boylston Street
Boston, MA 02116
(617) 357-8250

SPRINGFIELD
235 Chestnut Street
Springfield, MA 01103
(413) 781-7510

LAWRENCE
11 Lawrence Street
Lawrence, MA 02840
(617) 686-3971

NEW BEDFORD
399 Acushnet Avenue
New Bedford, MA 02740
(617) 997-3361

WORCESTER
75 Grove Street
Worcester, MA 01605
(617) 791-8571

• OFFICE FOR CHILDREN

The Office for Children was created in 1972 in response to the need for a coordinated system of services for all children up to the age of 16, or up to the age of 18 if they have special needs. The Office for Children has two components: Councils for Children and Help for Children.

The Councils for Children are area councils made up of professionals, parents, and young people who work together to improve the children's services in their areas. Local councils monitor existing services, draft legislation, testify before legislative committees, review the budgets of all state agencies providing services for children, and work to inform the public of legislative bills on children's issues.

Help for Children is a statewide information and referral program that advocates for children in need of services, and helps these children and their parents get through the system of service delivery. Help for Children provides information about availability of follow-up. Help for Children works on 766 procedures with other state agencies such as the Department of Public Welfare (DPW), the Department of Mental Health (DMH), the Department of Education, the Department of Public Health (DPH), and the Department of Youth Services (DYS).

REGIONAL OFFICES

REGION I
Western Massachusetts
1618 Main Street
Springfield, MA 01103
(413) 736-1822

REGION II
Central Massachusetts
75-A Grove Street
Worcester, MA 01605
(617) 791-3136

REGION III
Northeast Massachusetts
Gregory Street
Middleton, MA 01949
(617) 774-2396

REGION IV A
Northwest Suburban
Metropolitan State Hospital
Building A
475 Trapelo Road
Waltham, MA 02154
(617) 727-1429

REGION IV B
Southeast Suburban
1001 Watertown Street
West Newton, MA 01265
(617) 727-2532

REGION V
Southeastern Massachusetts
Lakeville Hospital
Lakeville, MA 02134
(617) 947-1231

REGION VI
Metropolitan Boston
120 Boylston Street, Room 307
Boston, MA 02116
(617) 727-8898

Contact one of the regional centers listed below for more information:

CENTRAL MASSACHUSETTS REGIONAL EDUCATION CENTER
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6267

GREATER BOSTON REGIONAL EDUCATION CENTER
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

NORTHEAST REGIONAL EDUCATION CENTER
219 North Street
North Reading, MA 01864
(617) 727-0600

PITTSFIELD REGIONAL EDUCATION CENTER
188 South Street
Pittsfield, MA 01201
(413) 499-0745

SOUTHEAST REGIONAL EDUCATION CENTER
P.O. Box 29
Lakeville State Hospital
Route 105
Lakeville, MA 02346
(617) 947-3240

SPRINGFIELD REGIONAL EDUCATION CENTER
155 Maple Street
Springfield, MA 01105
(413) 739-7271